

Introduction - Grade 2 English-Language Arts

The following released test questions are taken from the Grade 2 English-Language Arts Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 2 English-Language Arts. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003. First on the pages that follow are lists of the standards assessed on the Grade 2 English-Language Arts Test. Next are released passages and test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

STRAND/REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
• Word Analysis	22	3
• Reading Comprehension	15	4
• Literary Response and Analysis	6	4
• Writing Strategies	8	2
• Written Conventions	14	3
TOTAL	65	16

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 2 English-Language Arts Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <http://www.cde.ca.gov/statetests/star/> or <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

READING

The Reading portion of the Grade 2 California English-Language Arts Standards Test has three strands/reporting clusters: Word Analysis, Reading Comprehension, and Literary Response and Analysis. Each of these strands/clusters is described below.

The Word Analysis Strand/Cluster

The following nine California English-Language Arts content standards are included in the Word Analysis strand/cluster and are represented in this booklet by three test questions for grade 2. These questions represent only some ways in which these standards may be assessed on the Grade 2 California English-Language Arts Standards Test.

2RW1.0	WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
2RW1.1	Decoding and Word Recognition: Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
2RW1.2	Decoding and Word Recognition: Apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per, vc/cv = sup/per).
2RW1.3	Decoding and Word Recognition: Decode two-syllable nonsense words and regular multisyllable words.
2RW1.4	Decoding and Word Recognition: Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
2RW1.5	Decoding and Word Recognition: Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
2RW1.7	Vocabulary and Concept Development: Understand and explain common antonyms and synonyms.
2RW1.8	Vocabulary and Concept Development: Use knowledge of individual words in unknown compound words to predict their meaning.
2RW1.9	Vocabulary and Concept Development: Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
2RW1.10	Vocabulary and Concept Development: Identify simple multiple-meaning words.

Released Test Questions

English-Language Arts

2

The Reading Comprehension Strand/Cluster

The following seven California English-Language Arts content standards are included in the Reading Comprehension strand/cluster and are represented in this booklet by four test questions for grade 2. These questions represent only some ways in which these standards may be assessed on the Grade 2 California English-Language Arts Standards Test.

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- 2RC2.0 READING COMPREHENSION:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.
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- 2RC2.1 Structural Features of Informational Materials:** Use titles, tables of contents, and chapter headings to locate information in expository text.
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- 2RC2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:** Use knowledge of the author's purpose(s) to comprehend informational text.
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- 2RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:** Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).
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- 2RC2.5 Comprehension and Analysis of Grade-Level-Appropriate Text:** Restate facts and details in the text to clarify and organize ideas.
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- 2RC2.6 Comprehension and Analysis of Grade-Level-Appropriate Text:** Recognize cause-and-effect relationships in a text.
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- 2RC2.7 Comprehension and Analysis of Grade-Level-Appropriate Text:** Interpret information from diagrams, charts, and graphs.
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- 2RC2.8 Comprehension and Analysis of Grade-Level-Appropriate Text:** Follow two-step written instructions.
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The Literary Response and Analysis Strand/Cluster

The following four California English-Language Arts content standards are included in the Literary Response and Analysis strand/cluster and are represented in this booklet by four test questions for grade 2. These questions represent only some ways in which these standards may be assessed on the Grade 2 California English-Language Arts Standards Test.

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| 2RL3.0 | LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. |
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| 2RL3.1 | Narrative Analysis of Grade-Level-Appropriate Text: Compare and contrast plots, settings, and characters presented by different authors. |
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| 2RL3.2 | Narrative Analysis of Grade-Level-Appropriate Text: Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. |
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| 2RL3.3 | Narrative Analysis of Grade-Level-Appropriate Text: Compare and contrast different versions of the same stories that reflect different cultures. |
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| 2RL3.4 | Narrative Analysis of Grade-Level-Appropriate Text: Identify the use of rhythm, rhyme, and alliteration in poetry. |
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Released Test Questions

English-Language Arts

2

WRITING

The Writing portion of the Grade 2 California English-Language Arts Standards Test has two strands/reporting clusters: Writing Strategies and Written Conventions. Each of these strands/clusters is described below.

The Writing Strategies Strand/Cluster

The following three California English-Language Arts content standards are included in the Writing Strategies strand/cluster and are represented in this booklet by two test questions for grade 2. These questions represent only some ways in which these standards may be assessed on the Grade 2 California English-Language Arts Standards Test.

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| 2WS1.0 | WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (i.e., pre-writing, drafting, revising, editing successive versions). |
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| 2WS1.1 | Organization and Focus: Group related ideas and maintain a consistent focus. |
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| 2WS1.3 | Research: Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas). |
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| 2WS1.4 | Evaluation and Revision: Revise original drafts to improve sequence and provide more descriptive detail. |
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The Written Conventions Strand/Cluster

The following seven California English-Language Arts content standards are included in the Written Conventions strand/cluster and are represented in this booklet by three test questions for grade 2. These questions represent only some ways in which these standards may be assessed on the Grade 2 California English-Language Arts Standards Test.

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| 2WC1.0 | WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level. |
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| 2WC1.1 | Sentence Structure: Distinguish between complete and incomplete sentences. |
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| 2WC1.3 | Grammar: Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. |
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| 2WC1.4 | Punctuation: Use commas in the greeting and closure of a letter and with dates and items in a series. |
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| 2WC1.5 | Punctuation: Use quotation marks correctly. |
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| 2WC1.6 | Capitalization: Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. |
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| 2WC1.7 | Spelling: Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why). |
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| 2WC1.8 | Spelling: Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly. |
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Released Test Questions

English-Language Arts

2

The directions for sample questions 1, 2, and 3 are not printed in the test booklet. The test administrator reads the bracketed directions aloud to students.

- 1** [FIND THE WORD THAT HAS THE SAME SOUND AS THE UNDERLINED LETTER OR LETTERS IN THE FIRST WORD.]

board

- A scared
- B card
- C boat
- D tore

- 2** [FIND THE WORD THAT HAS BEEN DIVIDED INTO SYLLABLES CORRECTLY.]

- A beg-in-ning
- B begin-ning
- C beg-inn-ing
- D be-gin-ning

- 3** [FIND THE WORD THAT HAS BEEN DIVIDED INTO SYLLABLES CORRECTLY.]

- A b-ottle
- B bo-ttle
- C bot-tle
- D bott-le

Fall Flowers

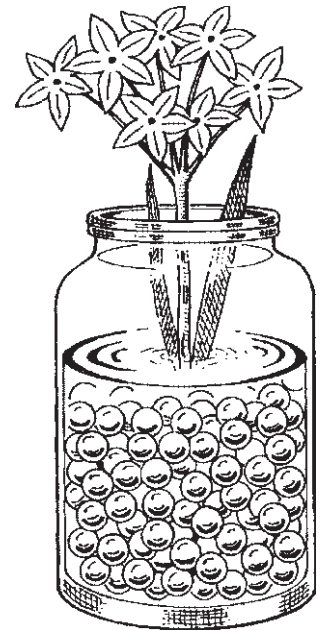
As summer ends and fall begins, you can still enjoy spring flowers—inside! It's an easy way to make your home look pretty.

Some flowers grow from seeds. Other flowers, such as tulips, grow from bulbs. A flower bulb looks like an onion. Some bulbs are as big as eggs. Flowers grown from bulbs come in many different colors.

Some bulb flowers are easier than others to grow inside. A good one to try first is called a paperwhite. As many as twelve sweet-smelling flowers can grow from one paperwhite bulb.

FOLLOW THESE SIMPLE STEPS:

- 1** Find a large glass jar that is clear enough to see through. Fill the jar almost to the top with marbles, stones, or shells. This will give the bulb's roots something to hold on to as they grow. It will also give you a place to set the bulb.
- 2** Place the bulb on top of the marbles. The bottom of the bulb is the part that is pointed, like the bottom of a heart shape. Push the bulb into the marbles just far enough to make it stay.
- 3** Fill the jar with water. Use just enough water to cover just the bottom part of the bulb.
- 4** Put the jar in a place where the bulb will get plenty of light. Check every day to make sure there is still the right amount of water in the jar. Add water when it is needed. Soon the roots will start to grow. In a few weeks, you can enjoy watching the flowers bloom.



There are a few different kinds of paperwhites, and not all of them are all white. Some are white and yellow, and others are yellow and orange. See what you can find at the garden store. You might want to grow more than one next time!

Released Test Questions

English-Language Arts

2

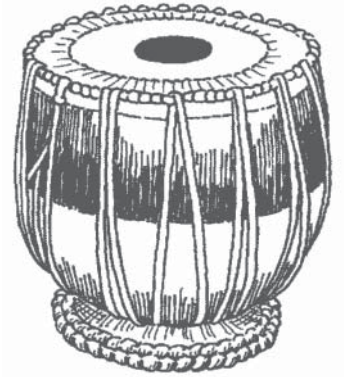
- 4** Why should the jar be made of glass?
- A** You can use a glass jar again later.
 - B** Glass is heavy, so the jar will not tip over.
 - C** The glass will keep the roots warm.
 - D** Glass is clear, so you can see the roots through it.
- 5** Which step tells why you should use marbles, stones, or shells?
- A** Step 1
 - B** Step 2
 - C** Step 3
 - D** Step 4

- 6** When should you first put water in the jar?
- A** after the flowers bloom
 - B** after the roots start to show
 - C** after the plant is an inch tall
 - D** after the bulb is placed on the marbles
- 7** The author uses the **LAST** paragraph mostly to help the reader
- A** feel excited about growing paperwhites.
 - B** want to read more stories about flowers.
 - C** think that growing flowers is easier than it really is.
 - D** want to grow flowers that are not paperwhites.

Read the next two stories. Think about how these stories are the same and how they are different.

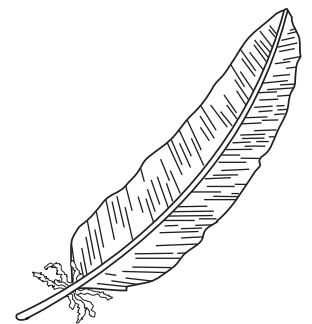
Story 1: The Drum — A Tale from India

- 1 Long ago in India, a boy named Sonu and his mother were walking home from the market. Along the way, Mother stopped and picked up a stick. “Here is a fine stick, Sonu,” she said. “I’m sorry it is not a drum. I know that you have been wishing for one.”
- 2 “Thank you, Mother,” said Sonu, taking the long piece of wood. He knew that she would buy him a drum if she had the money.
- 3 Soon they met a woman who was trying to start a fire. Her fire would not light. “Here,” said Sonu, handing her his stick. The woman used the stick to start the fire. Then she gave Sonu a *chapati*, a round, flat bread.
- 4 Next Sonu and his mother met a man and a little girl. The girl was hungry, so Sonu gave her his bread. “Here, take this drum,” said the man. “Someone gave it to my daughter, but she doesn’t need it.”



Story 2: The Blue Feather — A Tale from Brazil

- 1 Mia lived by the great Amazon River. One day her mother gave her a pretty blue feather.
- 2 Mia wanted to show the feather to her friend Nali. She put the feather in her basket and told her mother where she was going. Nali lived nearby in a hut by the river.
- 3 Walking on the path along the river, Mia saw a red flower. As she bent to pick up the flower, the wind blew the blue feather up into the air! Mia could not catch the feather. She sighed and put the red flower in her basket.
- 4 Then a yellow butterfly flew in front of Mia. Running to catch the butterfly, Mia dropped her basket. The red flower fell out, and the wind carried it out onto the river.
- 5 Mia sighed and picked up her basket. Looking up, Mia saw the yellow butterfly land on a branch where there was a bluebird. The bluebird flew away, dropping one of its beautiful blue feathers near Mia’s feet!
- 6 Happily, Mia picked up the feather and hurried to her friend’s house.



Released Test Questions

English-Language Arts

2

8 These stories happen

- A on hot days.
- B in different countries.
- C beside big rivers.
- D in dark forests.

9 If Sonu's mother had not given him the stick, how would the END of Story 1 be different?

- A Sonu would not be so hungry.
- B Sonu would not be given a drum.
- C Sonu would not meet a little girl.
- D Sonu would not wish for a drum.

10 In BOTH stories, a child is

- A lonely.
- B playful.
- C lucky.
- D funny.

11 At the END of the stories, both Sonu and Mia

- A lose something.
- B are inside houses.
- C have things they like.
- D play with friends.

The following questions are not about a passage. Read and answer each question.

- 12** Eve wrote some sentences about her little brother.

First he holds on to the table.
Then he lets go. Then he takes
three steps before he falls
down. He smiles when he falls
because he likes learning to
walk.

Which sentence should be put in the blank?

- A I have a brother who is one year old.
- B My brother is learning to walk.
- C My brother's name is Alex.
- D I help take care of my brother.

- 13** If you want to find out where the Indian Ocean is, you should look in

- A a dictionary.
- B a thesaurus.
- C an atlas.
- D a storybook.

- 14** Which sentence is written correctly?

- A Eva said, "Let's bake cookies!"
- B Eva said, Let's bake cookies!"
- C "Eva said," Let's bake cookies!
- D Eva said, "Let's bake cookies!

- 15** Which of these is NOT a complete sentence?

- A My grandmother bakes cupcakes.
- B The cat that lives next door.
- C My best friend lives in Texas.
- D The movie was about dinosaurs.

- 16** Read this sentence.

My dog likes to run around the yard with his ball.

In this sentence, which underlined word is a noun?

- A likes
- B around
- C yard
- D his

Released Test Questions

English-Language Arts

2

Question Number	Correct Answer	Standard	Year of Test
1	<i>D</i>	2RW1.1	2003
2	<i>D</i>	2RW1.3	2003
3	<i>C</i>	2RW1.2	2003
4	<i>D</i>	2RC2.6	2003
5	<i>A</i>	2RC2.8	2003
6	<i>D</i>	2RC2.8	2003
7	<i>A</i>	2RC2.3	2003
8	<i>B</i>	2RL3.3	2003
9	<i>B</i>	2RL3.2	2003
10	<i>C</i>	2RL3.1	2003
11	<i>C</i>	2RL3.1	2003
12	<i>B</i>	2WS1.1	2003
13	<i>C</i>	2WS1.3	2003
14	<i>A</i>	2WC1.5	2003
15	<i>B</i>	2WC1.1	2003
16	<i>C</i>	2WC1.3	2003